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ABSTRACT

This document presents a model of a K-12, preservice teacher education core methods course. The model, developed for the College of Education, Cleveland State University, is designed to meet methods needs of all junior-level preservice students, regardless of certification area, who have completed earlier experiences in social and psychological foundations with related field experiences. Presented in the document are: (1) historical development of the K-12 methods core model; (2) underlying assumptions of the model; (3) overview of the program; (4) descriptions of program components; (5) pattern of core and other teacher preparation components; (6) principles relating to instructional design of the program; (7) specific objectives activities, and application exercises in the areas of creating positive learning environments, planning and implementing instruction, reading instruction, and media equipment use. Basic principles assuring articulation among program elements (both core and non-core) are discussed. Appendices present measurement instruments for teaching evaluation in core and special academic areas, and sources of activities for improving interpersonal relations and communication skills. (MJB)

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APPLICATION BASED TEACHER EDUCATION:

A K-12 CORE METHODS PROPOSAL

developed by

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A Response of the Redesign of Teacher Education Grant Program of the Ohio State Department of Education

Cleveland, Ohio
June 21, 1976

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HISTORICAL DEVELOPMENT: STEPS TOWARD A K-12 METHODS CORE

The K-12 methods proposal has a long lineage at Cleveland State University. It's antecedents are well woven into the short history of undergraduate teacher education at the College of Education. The roots trace from a variety of experiences with block methods, field based programs, affective education, instructional development, and resolution of conflicting educational philosophies.

The largest source of ideas for the proposal is derived from the Secondary Education Department's block methods course. This course is required of all secondary students and obligates them to attend class four mornings a week for one quarter. It includes a clearly affective segment, development of a Learning Activity Package, content on evaluation, a field experience component, a sequential ordering of micro teaching experiences, and programmatic development of team teaching to include team performance.(1) College faculty who have participated in the course learned through experience the flexibility of course development in a large block of time. They also learned that disparate educational philosophies and approaches to methods instruction can be resolved and accommodated to the advantage of the course and the student.

A second source of ideas for the proposal has been teacher education center development at Cleveland State. Three years of experience in these centers working with hundreds of student teachers and pre-student teachers, has helped develop an organization and personnel receptive to the on-site methods program planned in this proposal.(2)

The third input has been derived from a number of experiences involving methods instruction at a variety of school sites. These have included

programs where elementary students worked as aides taking a number of courses from University faculty based in the schools and the secondary block methods where students developed a Learning Activity Package for a given classroom. (3) This knowledge of on-site teaching has given faculty insight into the added power of methods taught in the field.

The fourth contribution originated from a general dissatisfaction among elementary faculty with the lack of integration within the present pre-service program. This is coupled with the realization that the demands of Redesign require greater adherence to a common purpose and greater uniformity of performance from the students in the program.

The fifth source of ideas for the proposal and clear evidence of intent of the faculty to move toward a K-12 core methods program came this past year when the College voted to create a Department of Curriculum and Foundations. The new Department encompasses faculty from both the former Elementary and Secondary Departments who were most interested in working to design and teach a common core methods program. A portion of the work of the new department will be the design and implementation of the new program.

To many faculty, a K-12 methods proposal represents the culmination of the best ideas, units, courses and programs developed during the first ten years of the life of the College. In this sense it is a course with both a past and a future.

UNDERLYING ASSUMPTIONS OF THE PROPOSAL

The core methods program is predicated upon a number of assumptions about teaching, learning and curriculum development as they relate to the problem of preparing professional educators. The key assumptions are as follows:

1. A generic conception of teaching is both constructable and useful for teachers of different subject areas in grades K-12. It is also useful for teachers of children at different stages of physical, mental, and emotional development.

2. A curriculum developed from a generic conception is potentially of greater utility than is one which separates students into program and grade level tracks with no opportunity for interaction concerning teaching methods.

3. The particular objectives chosen for use in this program are worthy. Worthiness is defined by:
   a. academic rigor
   b. meaningful patterns of relationship
   c. congruence with the tasks confronted by professional educators

4. The particular objectives chosen for use are not only worthy but also can be retained and transferred as concepts and principles to solve actual teaching problems.

5. A cadre of instructors can be identified and merged into the core program to the extent that an infrastructure of support for the concept is developed and the instructional burden is shared by many individuals.

6. Team teaching and differentiation of grouping patterns, tasks and activities will become a reality. Consequently, the methods instructors will model the behaviors expected of students.

7. The objectives of the core program will be properly articulated as a logical extension of social and psychological foundations of education and as organizing centers for subsequent professional experiences. If this is accomplished, a model of teaching will be created against which the work of the student can be assisted and assessed.

8. A core of outstanding and willing classroom teacher educators can be located and integrated into the pre-service teacher education program both at the methods instruction and the field experience stage of preparation.

9. As a result of the development of the core K-12 program, teacher education at Cleveland State University will be improved and this improvement will make a contribution to elementary and secondary education in Ohio.

PROGRAM DESCRIPTION OVERVIEW

The K-12 core methods program will consist of the following components:

1. A course experience in Creating a Positive Learning Environment encompassing:
   a. Human Relations
   b. Classroom Management

2. An individualized learning package which will expose the student to basic concepts and skills needed by the classroon teacher in the area of Reading. For many prospective teachers this package will be the only exposure they will receive in "Reading for the Content Areas". For those who will need greater depth in the area, the package will act as an introduction to later course work.

3. A course experience in Planning and Implementing Instruction. Among the content areas covered during this experience are:
   a. Selecting Appropriate Content
   b. Writing Objectives
   c. Designing and Implementing Learning Objectives
   d. Evaluating Learning and Instruction

4. An individualized training module describing Instructional Media Equipment which are utilized in elementary and secondary schools. Among these are:
   --16mm Film Projector
   --Kodak Slide Projector
   --Filmstrip Projector
   --Cassette and Reel Tape Recorder
   --Overhead Projector

The four numbered components of the K-12 core methods program, briefly described above, are explicated further in the pages which follow. In this way the broad content and process goals of the program can be communicated. The final ingredient in this section of the report, displayed in Figure 1, is a possible sequential pattern of core and specialized components to provide longitudinal understanding of the relationships among the various pieces in the teacher preparation program.

PROGRAM DESCRIPTIONS

CREATING A POSITIVE LEARNING ENVIRONMENT

Relating: The Teacher as a Person

A large majority of human behaviors are learned as a consequence of persons interacting with their environment. It follows therefore that the kind of human being we become is largely due to our interaction with other human beings. The quality and quantity of these relationships will play an important part in our personality development. The school setting provides an important source of these interactions, if only in terms of quantity! One research study indicates that the average teacher engages in as many as one hundred interpersonal interactions every day.(4) It is therefore extremely important that these interactions be of a superior quality.

In order to provide training for the prospective teacher in developing a superior quality of interaction, the group setting is the preferred mode. The initial activities are largely cognitive and can be taught in a group of 25-30 students. Practice will be provided in recognition and use of the characteristics of quality interaction. Written exercises will be relied on to determine the students' competence level during early stages of the experience.

After the development of this background in interrelating, smaller support groups of 6-8 students will be formed. These groups will provide feedback and support for students during the learning experiences associated with developing competency in human relations. The support is seen as a mechanism for testing and practicing skills that have been, up to this point, mostly an intellectual process. It is within these groups that the emotionally interactive self has an opportunity to express itself.

Relating: Classroom Interaction

While we realize different kinds of learning are possible and desirable in a school setting, it is our belief that classroom interaction should be maximized. Our goal for an interactive classroom has, among other characteristics, the teacher acting as a facilitator for learning, a resource person, and a controller of the environment. But even more than that we see the teacher as a partner in learning. Furthermore, the students are expected to be active members of a group showing self direction and independence. Integrating these characteristics our picture of an interactive classroom has this group being cohesive, willing to learn, sharing experiences, and feeling good and bad together rather than an aggregate of individuals.

Relating Classroom Space and Time: Managing a Group Setting

Classroom management involves many facets: the personality of the teacher, the composition of the class, the philosophy of the school or the principal, the values of the community and the expectations of the parents. No educational reform, humanistic or behavioristic, has the complete answer which can alleviate concerns around classroom management.

A classroom teacher, relying on common sense and experience, usually develops a model that is successful for a particular time and place, and works well for him. This same model may not work for another teacher in a different school or class. Our approach will include the common sense and experience model, realizing its constraints, while also examining the theoretical base for the behavioristic and humanistic principles which relate to classroom management.

PROGRAM DESCRIPTIONS

AN INDIVIDUALIZED LEARNING PACKAGE IN THE TEACHING OF READING

This instructional unit will expose the student to basic reading concepts and skills needed by pre-service classroom teachers before they begin to teach reading in their own classrooms. The package is conceived for students majoring in elementary education for whom this is only a first exposure to reading and for the students majoring in secondary education for whom this unit may be the only exposure they will receive in "Reading for the Content Areas."

PROGRAM DESCRIPTIONS

PLANNING AND IMPLEMENTING INSTRUCTION

Instructional success requires adequate planning. Planning is required to select worthwhile education content and to transform broad goals into clearly stated, worthwhile objectives. Planning also implies the selection of appropriate set of learning activities which are promising routes to the attainment of the planned objectives. Finally, planning involves the process of evaluation where student learning is assessed and the success or failures of the instructional plan is determined.

Although adequate instructional planning is essential for learning success, the implementation of the plan is of equal importance. Technical proficiency in interactive teaching, developing teaching skills, successfully teaching various kinds of lessons and activities and projecting facilitating personality traits are all requisite behaviors for successful teachers. These behaviors must be performed in such a manner that the planned objectives are attained without undesirable concomitant effects.

PROGRAM DESCRIPTIONS

AN INDIVIDUALIZED TRAINING MODULE IN THE USE OF INSTRUCTIONAL MEDIA EQUIPMENT

The unit package will enable the student to successfully operate eight basic pieces of A.V. equipment and to deal with minor maintenance problems. Proficiency will be achieved with the overhead projector, carousel slide projector, filmstrip projector, the Super-8, opaque projector, and the audio tape recorder.

Spring (Junior Year)	Fall (Senior Year)	Winter (Senior Year)	Spring (Senior Year)
CREATING A POSITIVE LEARNING ENVIRONMENT (2hrs)	PLANNING AND IMPLEMENTING INSTRUCTION (5 hrs) (10 hrs per week with lab added)	SPECIAL METHODS (Secondary) (3hrs)	STUDENT TEACHING
		ADDITIONAL METHODS OR SUBJECT COURSES (Elementary and Special Education students continue with the Special Methods pattern, Secondary students take additional subject courses)	ONE ADDITIONAL COURSE
ASSORTED METHODS COURSES OR SUBJECT SPECIALTY COURSES (10-12hrs)	ASSORTED METHODS COURSES OR SUBJECT SPECIALTY COURSES (10-12hrs)		
INDIVIDUALIZED LEARNING PACKAGE IN READING (1 hr)	INDIVIDUALIZED TRAINING MODULE IN THE USE OF INSTRUCTIONAL MEDIA EQUIPMENT (no credit)		
FOUNDATIONS OF EDUCATION			

Figure 1. A TENTATIVE PATTERN OF CORE AND OTHER TEACHER PREPARATION COMPONENTS AT CLEVELAND STATE UNIVERSITY
(This pattern does not take into account earlier social psychological foundation experiences which are either on-site or College based with a field component).

INSTRUCTIONAL DESIGN: PRINCIPLES OF THE CORE PROGRAM

As the various components of the core program are conceived and developed, three integrated concepts with their accompanying explanations guide the process. The concepts and their relationships are shown in Figure 2.

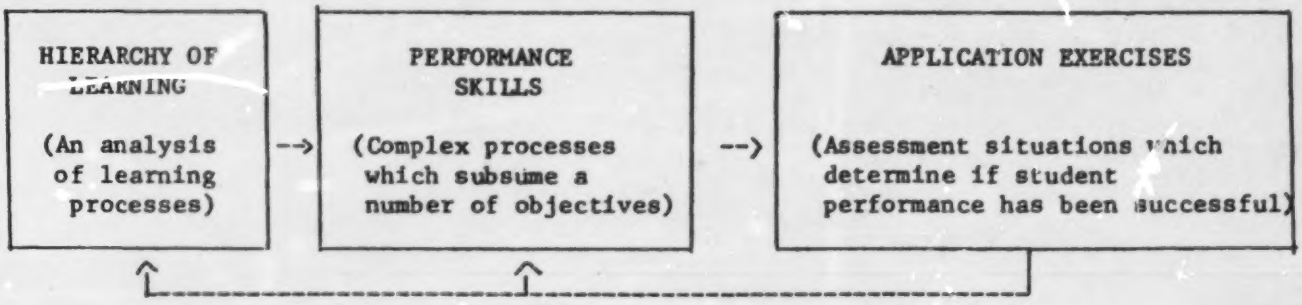
HIERARCHY OF LEARNING
(An analysis of learning processes)
PERFORMANCE SKILLS
(Complex processes which subsume a number of objectives)
APPLICATION EXERCISES
(Assessment situations which determine if student performance has been successful)

Figure 2. The "Organizing Centers" for Core Methods Development

The three concepts are integrated, since the process of analysis implied by the learning hierarchy surfaces performance skills and accompanying objectives. These become the heart of the core program. As the performance skills emerge they are immediately attached to appropriate testing situations which become the application exercises described in the "Objectives/Activities/Application Exercises" segment of this report.

The particular view of the various processes of learning subsumed by our concept of a "Hierarchy of Learning" is displayed in Figure 3. It synthesizes the well known work of Benjamin Bloom and David Kratwohl in the area of curriculum and instruction (5) with the learning theory conceived by psychologist Robert Gagné (6). Specifically, it incorporates the Affective, Psychomotor and Cognitive categories from the Bloom and Kratwohl taxonomic approach to the classification of instructional objectives and blends in the integrated, hierarchical analysis of learning as conceived by Gagné. In addition, the cognitive domain of learning is divided into memory and thought categories with the

processes of classifying, explaining and problem solving comprising the levels of thought.

The key principles which undergird our concept of a "Hierarchy of Learning" are as follows:

1. The foundation of learning is the student's emotional state. This emotional state as it affects the individual and his perceptions of the outside world has vital impact on the quality of psychomotor and cognitive learning.
2. Instruction in the cognitive area should focus on "Eliciting Thought" (see Figure 3.) Learning at the thinking level has a potentially high probability of transfer to unfamiliar situations. It permits an individual to organize stimuli from the outside environment into previously learned ideas and thus into meaningful patterns of relationship. Without thought, information learned through memory is soon forgotten unless constantly repeated. With thought, school subjects become understandable as key concepts and explanations build into meaningful structures.
3. Teachers in preparation must be able to analyze the subjects they teach. Hence, the "Hierarchy of Learning" must also be internalized as the nucleus of their planning process.

The second idea which guides the K-12 methods development process is the concept of the "Performance Skill." (See Figure 4.) Each performance skill--- relating, planning, implementing and assessing, subsumes a series of objectives. An emphasis on these performance skills brings with it two important advantages. First, each performance skill can be considered as a process for solving instructional problems. In this regard, each process is a complex amalgam of instructional concepts and explanations. Second, since the performance skill focuses attention on broad, overarching behaviors it precludes attention to narrow, specific behaviors. For example, "relating" involves the development of affective relationships which often require complex, reasoned judgments. "Planning" is

required in conceptualizing curriculum lessons and units. "Assessing" is a thinking skill of vital importance before instructional decisions are made. "Implementing" implies normal interaction with students in the classroom and involves a number of important reasoned decisions.

Finally, the concept of the "Application Exercise" (See Figure 4) serves to guarantee that the performance skills will be evaluated and criteria for successful accomplishment will be made visible.

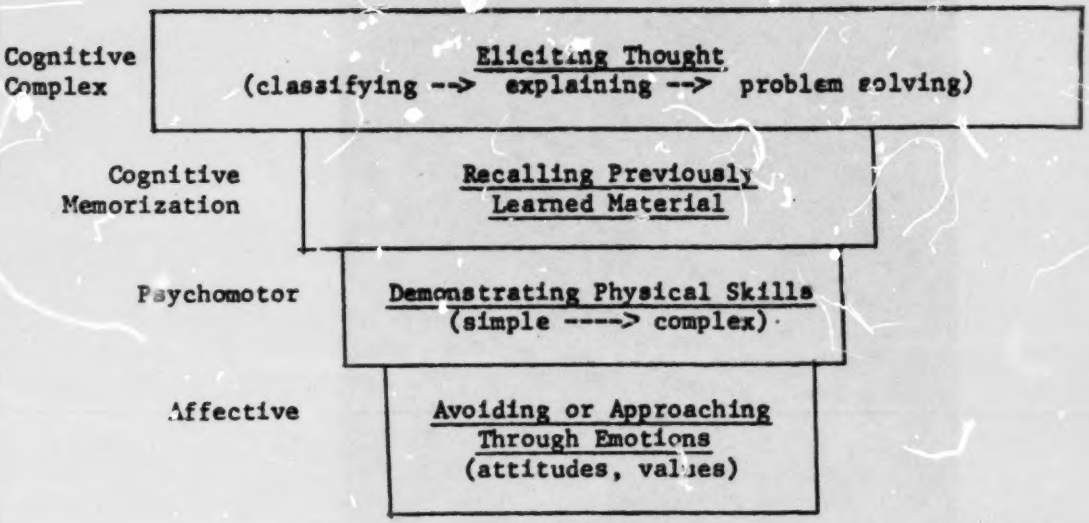

Figure 3. A Hierarchy of Learning

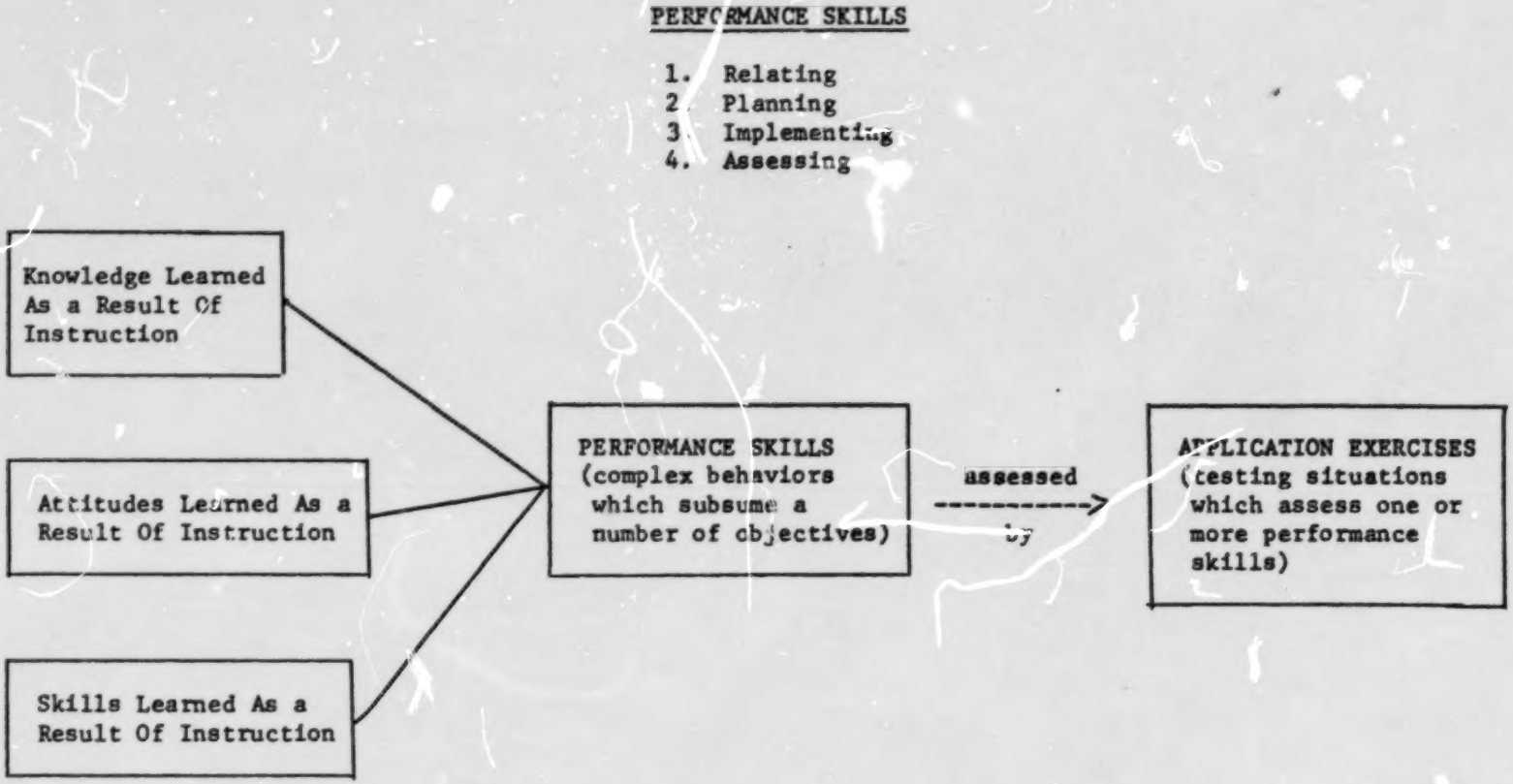
PERFORMANCE SKILLS
1. Relating
2. Planning
3. Implementing
4. Assessing
Knowledge Learned As a Result Of Instruction
Attitudes Learned As a Result Of Instruction
Skills Learned As a Result Of Instruction
PERFORMANCE SKILLS (complex behaviors which subsume a number of objectives)
assessed by
APPLICATION EXERCISES (testing situations which assess one or more performance skills)

Figure 4. The Relationship Between Performance Skills and Application Exercises

OBJECTIVES/ACTIVITIES/APPLICATION EXERCISES

This segment of the proposal describes the specific objectives, suggested activities and accompanying application exercises which structure the K-12 methods program. The segment is organized by component and corresponding performance skill. The pattern is as follows:

COMPONENT	PERFORMANCE SKILLS
Creating a Positive Learning Environment	Relating--as a person, in classroom interaction, in managing space and time
Individualized Learning Package in Reading	Planning, Implementing and Assessing for Reading Success
Planning and Implementing Instruction	Planning, Implementing and Assessing
Individualized Training Module in the Use of Instructional Media Equipment	Implementing Instructional Media

CREATING A POSITIVE LEARNING ENVIRONMENT
RELATING: THE TEACHER AS A PERSON

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence that he can interact successfully with other adults by:		
1. Perceiving accurately surface and underlying feelings from written situations.	Read Act of Perceiving, Gazda-Chpt. 4	The student will identify in writing the surface and underlying feelings present in written situations. (Gazda-Chapt. 7)
	Students will prepare four short emotional situations, two or three sentences in length, with an accompanying listing of surface and underlying feelings they perceive as being present.	Working in small groups (4 or 5) each student will present their prepared situations and have each person write out the feelings present. The members of the group will then discuss the lists of identified feelings in each situation.
2. Responding with empathy, respect, warmth, and genuineness to written situations.	Read Act of Responding, Gazda-Chpt. 5	Identify in writing the core dimensions used in responding (Gazda-Chapt. 5)
	Study the guidelines for perceiving and responding with empathy, respect, warmth, and genuineness and be able to distinguish between 4 levels of response for each one.	The student will rate written situations of responding with empathy, respect, warmth, and genuineness on a 1-4 scale.
		The student will write responses to simulated written situations in each of the following areas: empathy, respect, warmth, and genuineness at a level 3 or higher.
	Prepare a 4 point composite scale of the key components of responding with empathy, respect, warmth and genuineness.	Rate written responses to simulated situations using the composite scale.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
3. Using active listening as a facilitation process by responding to stimulus situations.	Read and be able to describe the three parts of the "Active Listening Model" (Teacher Effectiveness Training).	"Hearing the Message"-- Decode written phrases and write out the essential message. Check answers with scoring key.
		Active Listening Skill Practice -- Each student will formulate a response to practice statements and then check answers with scoring key.
	Active listening skill practice in groups of three using a "Listening Dyad" with an observer.	Using ten categories of responses observer will tally listening responses during a ten minute session between a "sender" and the active listener. Group will critique results and change roles for additional rounds.
4. Using "I messages" as a process of modifying another's behavior by responding to written situations.	Introduction to "I messages", and who owns the problem (Parent Effectiveness Training p. 63-64).	Students will complete individually, in writing, an exercise giving two "you" messages and an "I" message to each conflict situation.
	Students (forming pairs, trios, or small groups) will role play the conflict situations using "you messages" and "I messages", followed by discussion.	Each student will be asked to write "I learned..." statements and discuss their learnings.
	Form "I message" circle. Students and teacher may give someone else an "I message". The messages, however, must be positive "I messages". This activity should last about 10 minutes.	Tally "I messages" given by each student, noting frequency and quality of the message.
5. Recognizing confrontation statements and responding with confrontations using written situations.	Read "Perceiving and Responding with Confrontation". (Gazda-Chapt. 17) and be able to distinguish between four levels of responding with confrontation.	The student will rate written situations of responding with confrontation on a 1-4 scale.
		The student will write confrontation responses to simulated written situations at a level 3 or higher.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
6. Analyzing his interpersonal communication while he is an active participant of a support group of peers.	Each member of the support group will be designated as leader for a session and be responsible for the planning and implementation of two activities from the following areas: a. Listening skills b. Cooperation c. Problem Solving d. "Learning about Behavior" e. Values clarification f. Consensus-Seeking g. "Fish Bowling" in discussion groups *h. Role playing	The activities will be processed by the support group during which verbal feedback concerning the participation of each member as well as that of the leader will be given.
	Using audio tapes each member will analyze his/her interpersonal communication during support group.	The participant will prescribe for himself/herself new behaviors and practice them in the group on at least twelve different occasions.
7. Demonstrating skill in the act of perceiving and responding in an approachable manner as a participant in support group.	Students will use the previously prepared 4 point composite scale with the key components of perceiving and responding while participating in activities chosen by the instructor.	Evaluation sheets using the composite scale will be filled out by each member of the group at the end of each session. Participants are expected to score on the average of a level 3 or higher for a majority of the group meetings.
	A peer perception assessment will be prepared by each support group encompassing the techniques learned. This instrument will be used during one of the final meetings of the group as an exit vehicle.	Students will be expected to score favorably on at least 80% of the items for a majority of the evaluators.

*See Appendix C

CREATING A POSITIVE LEARNING ENVIRONMENT
RELATING: CLASSROOM INTERACTION

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISE
While observing student participation in the classroom the prospective teacher will gain competency in recognizing patterns of interaction by:		
1. Using commercially prepared materials designed for monitoring the classroom.	The student will search resource books and find one instrument that is designed to measure classroom instruction.	The student will be expected to describe the purpose and use of this instrument verbally and in writing.
	The student will practice charting one class using the instrument selected and then monitor a class gathering data using the same instrument.	Results of this monitoring will be summarized, duplicated and shared with the class for discussion.
2. Using a participation charting devise of his own design.	Each student will design a participation charting device using resource books listed in the bibliography.	The student will use this device in charting classroom interaction during one class period. Results will be summarized, duplicated, and shared with the class for discussion.
3. Using a classroom climate charting device of his own design.	Each student will design a classroom climate charting device using resource books listed in the bibliography.	The student will use this device in charting classroom interaction during one class period. Results will be summarized, duplicated and shared with the class for discussion.
4. Observing a student for one school day.	The prospective teacher will do a "Shadow study" of a student for one school day, keeping a log describing his activities and interactions.	The prospective teacher will analyze the results indicating total number of minutes of interaction during a normal school day, along with a critique of his findings.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence of understanding the role of the classroom teacher in providing an environment for interaction by:		
1. Knowing the concept of "Psychological Size."	The class will do the "Two Way Communication" exercise in groups of 8-12 students. (Schmuck and Schmuck, p. 91)	The data collected will be analyzed by each group. Discussion will be based on cognitive and affective findings.
	Read article on Two-Way Communication and "Psychological Size."	The student will be able to "define "Psychological Size" verbally and in writing.
	Each student will write a description of the behavior of a former teacher characterized by large "Psychological Size".	In discussion groups, compare and contrast the behaviors of teachers described in the written activity.
	Each student will write a description of the behavior of a former teacher characterized by smaller "Psychological Size".	
2. Being able to apply the concept of "Psychological Size" to classroom planning.	Write a plan that would increase the "Psychological Size" of students in the classroom.	Students will compare plans and classify ideas in three categories. Those that have to do with: 1. Teacher behaviors. 2. Physical aspects of the classroom and managing students 3. Subject matter.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence of understanding the basic concept of making the classroom more student centered by:		
1. Being able to identify characteristics of the teacher centered and student centered classroom.	Read "The Teacher and the Class" (Chapter 2, Gorman p. 50)	List and contrast characteristics of the teacher centered and student centered classroom.
2. Providing a plan to make the classroom more student centered.	When given written situations involving teacher centered lessons, the student will be able to restructure the lesson to provide greater interaction.	Each student must restructure in writing one situation involving a teacher centered classroom. Cognitive and affective areas must be included. Students will share the written restructured situations in discussion groups and critique their plans.
3. Recognition of the different stages of group development.	Read "Group Developmental Stages". (Chapter 8, Schmuck p. 114)	The student will be able to describe and compare the theories of group development by: Schultz Parsons and Bales Gibb

CREATING A POSITIVE LEARNING ENVIRONMENT
RELATING: THE MANAGEMENT OF CLASSROOM SPACE AND TIME

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence of understanding different ways of managing the classroom and maintaining discipline by:		
1. learning the underlying theory behind several of the important alternative methods	Students will research and report (oral and written) on the theoretical background of one of the following: a. behavior modification b. Teacher Effectiveness Training (Dr. Thomas Gordon) c. William Glasser's Schools Without Failure d. ideas from Ginott, Dreikurs, Redl, Rogers and Adler e. "I'm OK, You're OK" techniques	Students will give a brief summary of the theory behind the alternative they choose. Discussions and comparisons will be shared.
2. being able to provide examples of the alternative methods	Students will present a situation requiring teacher intervention and demonstrate a course of action dependent on their choice in part I above.	Discussion and critique of the methods presented will follow each example.
3. outlining a plan of establishing and maintaining discipline in the classroom	Students will be provided several simulations encouraging different viewpoints on managing the classroom and maintaining discipline. They will compare their views, based on input already developed in the class, with that of the simulations.	Each student will prepare their own plan for minimum behavior expected in the classroom.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence of understanding the effects of spatial and temporal variables on the classroom by:		
1. Designing classroom space so that space-use patterns facilitate learning.	Read "Designing an Environment for Classroom Interaction" (Module 8, Hemmings, p. 169) The student will observe a classroom and identify by a classroom map: a. Teacher's "Territory" b. Action zones in the classroom c. Fixed and semi-fixed features of the classroom d. Differentiated areas of the classroom. The student will identify the functions that need to be performed in the class observed.	The student will be able to describe in writing the effects of space and time on learning. Classroom maps will be discussed and critiqued. Each student will be required to devise a plan for differentiating the classroom into areas that will serve these functions.
2. Designing classroom time blocks to facilitate learning.	The student will observe a classroom and identify by charting: a. The fixed features of time present in the classroom b. The unanticipated time features and the teacher's technique for minimizing their effects. c. Specific statements, verbal and nonverbal, made by the classroom teacher that communicate his view of time usage.	Student charts of their observation will be discussed and critiqued. The student will then chart his/her own use of classroom time for the specific case observed after class discussion and input.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The prospective teacher will provide evidence of being able to manage instructional groups within the classroom by:		
1. Identifying the general potential and limitations of kinds of classroom grouping.	Read "Some Practices in Grouping" (William W. Nolin) Read other selections on grouping practices - see bibliography	Describe purposes and usefulness of the following grouping patterns: chronological age grading ability grouping team teaching flexible scheduling non-grading programmed sequence learning center groupings
	Given practice exercises identify the general potential and limitations of the type of grouping described.	Students will share their results by working in small groups.
	Select and observe a class for two sessions. During the observation, take specific note of the following: a. Instances when grouping was used and the purposes for grouping in these instances. b. Instances when grouping could have been used for a specific purpose but was not.	Each student will report on their observations orally, and write a brief report on these observations.
	Read selected references from the bibliography on small group technique.	Describe each of the following group techniques and state its purposes in group instruction: dramatization discussion group role playing group research group task oriented group brainstorming group

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
2. Defining and stating the purpose of different small group techniques in an instructional situation.	Demonstrate the effective use of two or more grouping techniques in an instructional situation.	Each student will be responsible for planning and implementing two grouping techniques with their peers in the college classroom setting.
	Design an instructional unit utilizing at least three different types of grouping.	Students will review the procedures used by working in small groups. Each student will write a brief report on the group critique.

PLANNING AND IMPLEMENTING INSTRUCTION

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
The instructional unit taught by the core methods students will provide evidence that each is able to:		
1. Create an instructional design (including both unit & daily lesson planning) that is consistent with the principles of a systematic model	Introductory Large-group Presentations Concept of "Systematic Instruction" Tyler's Rationale student needs and interests societal needs subject mastery Learning hierarchy Designing Learning Activities Introduction to Teaching Skills	Cleveland State teaching methods students will conceptualize, design and then teach a one week unit of instruction for students in a particular grade level from K-12 at one of the cooperating elementary or secondary schools. Cleveland State students will be assisted by University instructors and a cooperating public school teacher in whose classes the student will teach.
2. Justify the selection of content through an analysis of Tyler's rationale. Involved in this process, is the consideration of the subject matter area being taught, the needs and interests of particular students who are to be taught and the needs of the local, national and international community of which each school is a part.	Mediated Lessons with Individual Student Response Exercises Writing Clearly Stated Objectives (slide-tape, workbook lesson) Hierarchy Game Writing Objective Test Items (inductive lesson) Three Kinds of Lessons (inductive video-tape workbook lesson) Analyze lessons using interaction analysis.	
3. Communicate orally and in printed word at the student's grade level and ability.	Micro-teaching Teaching Skills Four Kinds of Lessons	
4. Apply the concepts inherent in the product and process hierarchy when developing instructional objectives.	Small Group Activity Discussion of varying interpretations of worthwhile content Sharing learning activities Sharing units developed by individuals in the group, gaining feedback from them.	

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
5. Write clearly stated objectives at the: a. affective learning level b. psychomotor level c. memorization level d. complex cognitive level	Individual Activity Conceptualizing and designing an instructional unit Teaching the unit to a classroom of elementary and secondary students.	
6. Design instructional activities which: a. are consistent with objectives and evaluation procedures b. sufficient to accomplish objectives c. provide for a variety suitable for a range of learning styles d. to create an atmosphere to encourage successful accomplishment e. incorporate design principles such as color, line and white space in the development of visual materials f. include a variety of instructional media appropriate to the accomplishment of objectives (print, audio, video, interactive) g. include a variety of lesson types 1) inquiry 2) expository 3) value		
7. Implement learning activities which: a. demonstrate congruence between actual teaching behavior and planned activity b. demonstrate appropriate command of a variety of interactive skills 1) set 2) questioning 3) reinforcement 4) accepting 5) probing 6) extending student ideas 7) giving directions and information 8) explaining 9) eliciting 10 closure		

8. Select evaluation procedures which
   a. are appropriate to the grade level and ability of the student
   b. are congruent with both objectives and activities
   c. demonstrate variety (not exclusive reliance on one type of procedure, for example, multiple-choice testing)
   d. demonstrate an understanding of the concepts of
      1 validity and,
      2 reliability

   through evaluation of the chosen evaluation procedure.

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INDIVIDUALIZED LEARNING PACKAGE IN READING
PLANNING, IMPLEMENTING AND ASSESSING FOR READING SUCCESS

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
After completion of this learning package each student will be able to:	Individual Activity (Since Package is individualized students will work alone or in informal groups. They will be permitted to work at their own pace.)	
1. Informally assess the reading needs of a class or an individual with problems in reading.		Objective One Students will design a cloze test for a class, or for an elementary or secondary student, using a textbook assigned to that class or student.
2. Select reading materials for a class or an individual at the independent or instruction levels.		Objective Two Students will select reading material for a given student or class. This will be done at grade level two grades below grade level
3. Use the steps of a directed reading lesson (intensive reading) in a prepared lesson.		Objective Three Student will plan a two class session lesson plan which encompasses the steps of directed reading. The lesson plan can be designed at any grade level and utilize materials chosen by the methods student.
4. Describe the similarities and differences of intensive and extensive reading.		Objective Four After reading the given text selection, students can list the differences and similarities between intensive and extensive reading.
5. Select materials which will encourage classes and individuals to devote time to extensive reading.		Objective Five Students will prepare an annotated reading list for a self selected group of students. The annotations must conform to the style and process recommended in this package.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
6. Demonstrate skill at teaching reading comprehension by composing questions which will elicit literal, inferential, critical, and creative student responses.		Objective Six Students will compose two examples of questions which elicit literal, inferential, critical, and creative levels of comprehension from students (total eight questions)
7. Generate a set of behaviors which exemplify the ethical obligations of a tutor. 8. Demonstrate an ability to organize for tutoring or teaching sessions.		Objectives Seven and Eight Students must plan and implement a two hour, two day tutoring session for a student they select. They will write the results as a case study being careful to justify that their tutoring style was consistent with positive tutoring behaviors.

INDIVIDUALIZED TRAINING MODULE IN THE USE OF
INSTRUCTIONAL MEDIA EQUIPMENT

IMPLEMENTING INSTRUCTIONAL MEDIA

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
After completion of this training module each student will be able to:		
1. Display mastery in the operation of an overhead projector	Demonstration and a discussion of maintenance needs.	Students will complete the following steps in the projection of an overhead transparency within a three minute time limit: - Set up projector - Properly place transparency on projection stage - Focus and use tilt adjustment - Fill up screen properly - Return projector to storage condition Verbally describe how to change the projection lamp Explain the necessity of tilting the screen to eliminate "keystoning"
2. Correctly operate the carousel slide projector	Demonstrate and supervised practice time. Read and discuss a "handout" of possible problems with slide projection	Students will demonstrate how to operate the Kodak Carousel slide projector by completing the following within a five minute time limit: - Set up projector - Prefocus and elevate projector to appropriate viewing size - Load three slides into Carousel tray - Show three slides in correct focus, using both advance and reverse buttons and remote control attachment - Properly rotate tray to "zero" position and remove - Coil the power coil and store neatly. Verbally describe where cord and projection lamp are housed. Name at least three "trouble-shooting" remedies.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
3. Correctly operate a filmstrip projector	Demonstration of operation techniques and maintenance requirements as well as supervised practice time.	Student will demonstrate his mastery of filmstrip projector operation by accurately completing the following within five minutes: - Set up filmstrip projector - Prefocus and correct elevation to appropriate height/distance - Accurately insert filmstrip and advance to "focus" frame - Focus, correct frame - Advance and project at least ten frames - Return filmstrip to container, store projector neatly.
4. Correctly project a technicolor Super -8 film loop	Demonstration and supervised practice time	Same performance assessment as with filmstrip.
5. Distinguish between the Kodak Super-8 film loop format and the Technicolor Super-8 format	Demonstration of both Kodak and Technicolor Super-8 film loop projectors.	Verbally describe the difference between Technicolor and Kodak Super-8 formats.
6. Correctly operate a 16mm Bell and Howell Autoload movie projector	Demonstration and a discussion of maintenance procedures.	Student will demonstrate knowledge of 16 mm movie projector operation by completing the following within a five minute time limit: - Set up projector from its storage condition - Elevate projector and focus light beam - Thread film correctly - Check sound quality - Show a portion of a film - Rewind film - Return to storage condition Describe how projection lamp and exciter (sound) bulb are replaced
7. Describe probable trouble sources and usual remedies of the 16mm movie projector	Read and discuss a "handout" of common problems in 16 mm movie projection.	Name at least five possible problems with 16mm projector operation and describe the probable trouble source and usual remedy for each.

OBJECTIVES	ACTIVITIES	APPLICATION EXERCISES
8. Operate an opaque projector and describe appropriate safety precautions.	Demonstration and adequate practice time.	Student will demonstrate knowledge of opaque projection by completing the following within a three minute time limit: - Set up projector - Prefocus and elevate projector to proper viewing distance and height - Lower the platen and properly insert material to be projected - Close platen - Focus image - Operate projection pointer (light arrow) - Operate feed roller - Turn off projection lamp and allow fan to cool Describe three safety precautions. Explain how to make projected image larger or smaller.
9. Record, play back and erase an audio tape on both cassette and reel-to-reel tape recorders.	Demonstration and supervised practice time.	Student will demonstrate ability to work with tape recorders by accurately completing the following within ten minutes: - Set up reel-to-reel - Set counter to "000" - Properly engage audio tape (select recording speed for reel-to-reel recorder) - Put microphone into right input - Record an audible thirty-second segmen - Play back recording - Erase tape - Return tape and recorder to storage.
10. Adequately clean tape recorders.	Demonstration of cleaning tape recorders.	Verbally describe how to clean tape recorder heads.

ARTICULATION AMONG PROGRAM ELEMENTS

Four areas of articulation are vital to the successful implementation of the K-12 core methods program. First, instructors who teach in the core program must be familiar with and support the various objectives developed for the program. With such understanding and support, the integrity of each element in the program can be protected. In addition, a cadre of supportive individuals in the College must be available to share teaching responsibility, lend advice and encouragement and participate in core program revision efforts. This area of articulation extends to a knowledge of the various elements within the core. For example, an instructor who teaches in the "Creating a Positive Learning Environment" must also be familiar with the "Planning and Implementing Instruction" objectives and application exercises to avoid needless repetition or gaps and dissonance between the two elements.

Second, a positive relationship must be established between the group who support core instruction and the individuals who coordinate and instruct within the various certification areas in the College. Wherever possible, individual instructors should be encouraged to accept both a core assignment and one in a certification area. Where dual assignments are not possible, communication channels must be opened and two-way interaction established between core and other program areas. The core program must gain legitimacy, then credibility in the perceptions of the specialists; and these must be gained through performance and attention to strengthening relationships. Only with this credibility will specialists agree to articulate their program efforts with the objectives of the core program, thus accruing the advantages of

integration, elimination of gaps and useless duplication of content.

Third, the core program persons must institute a dialogue with psychological and social foundation educators who teach the prerequisite courses in the teacher preparation sequence. As with the certification areas, knowledge of core objectives can be useful to the psychological and instructional theories. A tighter fit between psychological foundations and methods instruction would increase the effect of both treatments and yield greater transfer and retention for students. In regard to social foundations long range possibilities exist for experimental field based programs which combine social foundations and core methods in one or more school sites. In the short run, communication with social foundations instructors must establish a climate of trust, mutual acceptance and regard which must be present to even consider such efforts.

The fourth area of articulation lowers the educational risk that results from grafting ten weeks of student teaching onto four years of academic and professional theory. In the K-12 methods proposal, micro teaching implies a very high degree of control of the variables and maximum congruence between theory and practice. In the field related experience where a student teaches his curriculum unit in a teacher's classroom, there is still considerable agreement on the principles of systematic design. In student teaching there is less control and the greatest opportunity for dissonance between previous learning and the new environment. In part the problems arising from this dilemma can be overcome through development of a cadre of interested and able classroom teacher educators working in close communication with the university based teacher educators.

To achieve further agreement between theory and practice, two needs must be addressed. The first is the implementation of a model of good teaching, publically stated and widely accepted against which the work of the student teacher can be assisted and assessed. The second is that the model must be consistently applied, widely accepted, reinforced, and must be interwoven into three elements that bear significantly upon the success of the student teacher. These are the content of the university methods program, the close daily supervision of the cooperating teacher, and the more distant, less frequent supervision of the university field representative. Weaving these elements together by reinforcing a consistent instructional and supervisory model is the student teaching evaluation instrument, the traditional link between college and field training.

The instructional design of the K-12 methods course forms framework provides the theoretical constructs around which the College of Education created its teaching evaluation instrument. The instrument has two programmatic goals:

1. To reinforce these models among cooperating teachers, university supervisors and student teachers.

2. To provide a bridge between university methods instruction and student teaching.

The instrument (see Appendix A) is composed of three segments. The first segment comprises "Planning and Implementing Instruction" and "Assessing Instruction". It inquires whether the student can select appropriate objectives and can design strategies sufficient to enable pupils to reach these objectives. Items in the first segment also reflect the same instructional model found in the "Planning and Implementing Instruction" component of the K-12 methods course. The second segment of the instrument (the remaining body and the summary) is more typical of a

traditional rating form. It includes teaching skills, use of resources and equipment, creating a positive learning environment and classroom management. The importance of these factors are recognized. However, such factors are used as hypotheses after a judgment has been made that the objectives have not been achieved.

The third segment, an optional one, allows the various special methods instructors to include a brief form to evaluate demonstrated performance in a special academic area (See Appendix B for a sample form). The optional forms are consistent with the instructional design in the body of the evaluation instrument, thus further linking core and specialized instruction.

APPENDIX A

COLLEGE OF EDUCATION
STUDENT TEACHING EVALUATION INSTRUMENT

STUDENT_____

NAME OF COOPERATING TEACHER_____

SCHOOL_____

DATE_____

Evaluation for: 5____/10____wks. Give the ten week form together with the single sheet printed placement evaluation to the university supervisor.

The following instrument surfaces the various competencies upon which student teaching performance is assessed. The instrument is designed to assist you in the evaluation of your student teacher. To facilitate continuous evaluation, the Student Teaching Office has included forms for use after five and ten weeks. Use the following performance rating scale and share the results of the evaluation with your student teacher and university supervisor.

I. PLANNING AND IMPLEMENTING INSTRUCTION

This section deals with the ability of the student teacher to select appropriate objectives, to design and implement activities to teach the objectives, and to attain the objectives as demonstrated by the student teachers' properly constructed evaluation instrument. These are the most crucial factors in the evaluation of your student teacher. If after checking the appropriate column to the right of the statement you have additional comments, please use the blank space below.

A. PLANNING AND INSTRUCTION

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. On a daily basis my student teacher wrote lesson plans which were of sufficient detail to enable me to help with them prior to instruction.					
2. My student teacher selected and wrote clearly stated instructional objectives.					
3. The pupils in my student teacher's classes were aware of the objectives and were guided by them.					
4. My student teacher designed activities which taught the selected objectives. He/she can demonstrate the relationship between the objectives and the activities.					
5. After selecting objectives, my student teacher created evaluation procedures which assessed student learning. He/she can demonstrate the relationship between the objectives and evaluation procedures.					

B. ASSESSING INSTRUCTION

My student teacher's pupils were able to reach the objectives as assessed by the various evaluation instruments.

ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER

II. The following skills are important to success in student teaching. Any one of them may cause the student teacher to succeed or fail at the tasks listed in Roman Numeral I. If after checking the appropriate column to the right of the statement you have additional comments, please use the blank space below.

A. COOPERATION

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. On a regular basis, my student teacher arranged pre-teaching and post-teaching conferences to review plans, assess teaching performance and discuss strengths with me.					
2. My student teacher remained open to suggestions from me and negotiated with me on specific requests with which he/she did not agree.					
3. My student teacher willingly observed a number of teachers (both those suggested by me and others that the student sought out).					

B. CREATING A POSITIVE ENVIRONMENT FOR LEARNING

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. My student teacher creates a learning environment where students are encouraged to express opinions and feelings and ask questions.					
2. My student teacher is able to initiate and respond to students by expressing and accepting feeling.					
3. My student teacher's pupils demonstrate an active involvement in their learning tasks.					

C. MANAGEMENT, ROUTINES, DISCIPLINE

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. My student teacher can describe school policy that is related to the function of the teacher in the school (pupil attendance, use of secretarial services, discipline policies, etc).					
2. My student teacher can describe management and discipline policies in effect within the room.					
3. My student teacher generally rewarded positive student behavior and when necessary confronted unacceptable student behavior.					
4. My student teacher maintained a neat and attractive room free from clutter and distracting disorder.					

5. The following statement best descibes the order of the classes taught by my student teacher at the conclusion of the period being evaluated.

_____

_____

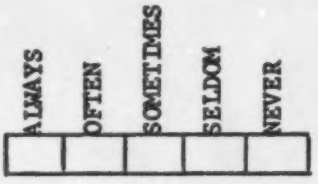
D. USING TEACHING STRATEGIES EQUIPMENT AND RESOURCES

1. During the period being evaluated, my student teacher made use of the following teaching strategies:

_____a. teacher talks
_____b. directed discussion
_____c. various kinds of small groups
_____d. individual conferences
_____e. individual projects
_____f. role playing
_____g. games and simulations
_____h. demonstrations
_____i. other (please specify)

_____

2. During the period being evaluated, my student teacher demonstrated the use of these teaching strategies.

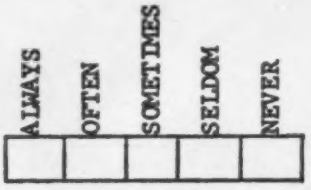


3. My student teacher used various A-V equipment (16mm film projector, slide and filmstrip projector, etc.) and can operate them without assistance.

4. During the period being evaluated, my student teacher made use of the following instructional resources:

_____a. readings duplicated for pupils
_____b. films, film loops
_____c. bullentin boards
_____d. filmstrips
_____e. transparencies
_____f. slides
_____g. audio tapes
_____h. magazines or newspaper articles
_____i. outside speakers
_____j. artifacts, models or art objects
_____k. chalkboard and charts

5. During the period being evaluated, my student teacher demonstrated the use of these instructional resources.



E. PERSONALITY TRAITS

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. Appearance Student is neat, maintains good posture, grooming and dresses appropriately.					
2. Poise Student is friendly, sincere, tactful and generally at ease, maintains good relations with others.					
3. Enthusiasm Student demonstrates initiative, concern, eagerness, punctuality, and willingness to give of self.					
4. Health and Energy Student maintains minimum absence, exhibits physical stamina, vigor and vitality.					
5. Emotional Stability Student is confident and approaches classroom situations in a positive manner.					
6. Dependability Student is reliable; makes effort to follow through on commitments.					
7. Professional Attitude Student accepts teaching position seriously; is interested in quality of education.					

COLLEGE OF EDUCATION
STUDENT TEACHING EVALUATION INSTRUMENT

(This page may be used as an interim report to prospective employers if the student teacher so requests.)

EVALUATION OF:_____

5_____/10_____ week period

GENERAL COMMENTS

On the basis of my observations, I feel that at the present time the following are some of the strengths and weaknesses demonstrated by my student teacher.

SUMMARY

Considering the results of the Student Teacher Evaluation Instrument, as indicated by an analysis of the rating of the performance scale, evaluate the student teacher's performance in one of the following ways.

S		Satisfactory or higher level of professional performance. This should indicate that the student is ready to assume the responsibilities expected of a first year teacher.
U		Unsatisfactory level of professional performance. This indicated that the student needs additional training prior to assuming the responsibilities of a first year teacher.

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APPENDIX B

SUPPLEMENTARY EVALUATION FORM

MODERN LANGUAGES

A. LANGUAGE SKILLS

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. My student teacher understands the target language when spoken by a native at normal tempo on a general topic.					
2. My student teacher speaks the target language without frequent mistakes, and is able to express his/her thoughts at normal tempo without significant errors in pronunciation or intonation.					
3. My student teacher reads the target language with immediate comprehension of prose on a topic with which he/she is familiar; he/she can understand poetry of moderate difficulty.					
4. My student teacher writes in the target language well enough to express himself/herself with clarity, observing correctness in spelling, punctuation and syntax.					

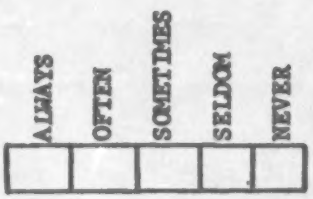
B. PROFESSIONAL COMPETENCIES

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1. My student teacher understands the basic phonological, morphological and syntactical differences between English and the target language, and is able to apply this understanding to his/her teaching.					

2. During the period being evaluated, my student teacher employed the following techniques:

_____a. dialog presentation
_____b. pattern drills
_____c. introduction of abstract vocabulary in the target language
_____d. inductive generalization of grammar points
_____e. culture "capsules", culture "stations" or similar approaches
_____f. listening comprehension or discrimination tests
_____g. speaking tests

3. My student teacher is able to demonstrate to his/her students that language reflects culture, and is able to show the principal ways in which the foreign culture differs from the students' own.



4. My student teacher demonstrates a knowledge of the following with respect to the foreign culture:

_____a. important authors
_____b. important artists
_____c. important musicians
_____d. principal folkloric music and/or dances
_____e. geography of the countries where the target language is spoken
_____f. significant historical periods
_____g. important historical figures
_____h. common social customs
_____i. important holidays and ways they are observed

APPENDIX C

SOURCES OF ACTIVITIES FOR IMPROVING INTERPERSONAL RELATIONS AND COMMUNICATION SKILLS

(See Page 19)

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